



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

PABLO NERUDA ACADEMY FOR ARCHITECTURE & WORLD STUDIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

08X305

PRINCIPAL:

SABRINA COOK

EMAIL:

SCOOK6@SCHOOLS.NYC.GOV

SUPERINTENDENT:

CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Sabrina Cook	*Principal or Designee	
Samantha Mezzina	*UFT Chapter Leader or Designee	
Mauveline Grant	*PA/PTA President or Designated Co-President	
Diego Valencia	DC 37 Representative, if applicable	
David Abreau	Student Representative	
Nathan Grant	Student Representative	
N/A	CBO Representative, if applicable	
David Liu	Member/ CSA	
Annie Heller	Member/ CSA	
Maria Rodriguez	Member/ Parent	
Clotide Luzunaris	Member/ Parent	
Sharon Walker	Member/ Parent	
Thomas Russell	Member/ UFT	
Datty Estevez	Member/ Parent	
Maria Casado	Member/ Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

External School Curriculum Audit (ESCA) Recommendation #1:

- Initiate a school-wide process for increasing student engagement and creating a sustainable and supportive learning environment. The aim is to improve student attendance, enhance participation, reduce boredom, end negative behaviors, and the associated classroom management issues, and increase student achievement in academic and social skills. (Page 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

 X 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

_____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, the PNA Instructional Expectations for the school will be created as a way to define priorities and increase the principal and school community's ability to make strategic decisions to organize resources and 100% of the elements will be fully implemented.

Instructional strategies/activities

Teacher Development

- Administrators will use the previous school year's observation data to define instructional feedback priorities and Danielson will be used to create a shared understanding of the priorities (September)

- PD and Professional Learning Community content and structures will be defined and implemented for teachers and support staff (September to June)

Student Development

- Assessment structures will be defined and be used to inform programming of extended learning time programs (including 9th period and Saturday Academy) (September & February)

- Assessment focuses (i.e. item analysis of the DYOs, mock Regents, and Regents) will be defined and be used to inform programming of extended learning time programs (including 9th period and Saturday Academy) (September & February)

- Academic priorities will be defined (i.e. selected CCLS) and will guide the curriculum for extended learning time programs (including 9th period and Saturday Academy) (September & February)

- Members of the Portfolio Development team will define expectations around student work folders. (September) Student work folders will be used to inform the programming of extended learning time programs (including 9th period and Saturday Academy) (February)

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Focus Money

Service and program coordination

- Teacher professional development around the PNA Instructional Expectations will take place on PD days and during Staff Meetings. (No cost)

- PD and PLC structures will take place during monthly Staff Meeting time. (No cost)

- Our partnership with the Institute for Student Achievement (ISA) supports our DYOs interim assessment process by providing sample assessments and through the use of their online data system (for entering and analyzing the DYOs data). (Paid for using Title I)

- 9th period will run 4 days a week from 3:00 to 3:50. 4 teachers will each teach twice a week. Core classes (ELA, math, and science) will be offered in the Fall and Spring. 140 students will be targeted in the Fall and in the Spring. (Paid for using Focus money)

- Saturday Academy will run 11 Saturdays for five hours each day (from 8:30 – 1:30). 140 students will be targeted in the Fall and 175 students will be targeted in the Spring. 1 science, .5 social studies, and .5 English teachers will be used in the Fall. 2 English, 1 social studies, and 1 science teacher will be used in the Spring. 1 supervisor will be used in the Fall and Spring. Core classes (ELA, social studies, and science) will be offered in the Fall and Spring. (Paid for using Focus money)

- Teachers will be provided with bins and folders labeled with their students' names to manage the implementation and use of Student Work Folders. (Paid for using Tax Levy)

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

External School Curriculum Audit (ESCA) Recommendation #2:

- Implement instructional strategies that increase opportunities for higher order thinking, analysis, and problem solving, and deeper content understanding. (Page 10)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

_____ 3.3 Units and lesson plans

_____ 3.5 Use of data and action planning

Annual Goal #2

By June 2013, all ELA, math, social studies, science, arts, and foreign language teachers will develop, implement, and assess two performance based assessments (one in the Fall and one in the Spring) as a way to measure student mastery of the identified CCLS.

Instructional strategies/activities

Assistant principals will monitor their assigned departments around the following work:

- Teachers will work in departments to engage in a unit plan tuning protocol in order to ensure units are CCLS aligned and incorporate opportunities for student to conduct research, use supporting evidence, and engage in rigorous discussions (or have the opportunity to demonstrate fluency, application, and conceptual understanding in Math). Particular attention will be paid to creating opportunities to use technology in the unit to support student engagement and achievement, and make real-world connections. (September to June)
- Teachers will work in departments to design performance-based assessment tasks both in the Fall and the Spring where student mastery in identified CCLS are measured. September – October and March – April)
- Students will complete at least two performance based assessment tasks (Fall and Spring) in their ELA, math, social studies, science, art, and foreign language classes. (October & April)
- Departments will use a common rubric to assess students. (October/November & April/May)
- Data will be entered into the ISA OARS system and reports will be generated for all teachers. (October/November & April/May)
- Teachers will analyze student data on these reports. (October/November & April/May)
- Teachers will complete reflections where they assess student data and reflect on the implications for their curriculum. (October/November & April/May)

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Focus Money

Service and program coordination

- Our partnership with the Institute for Student Achievement (ISA) supports our DY0 interim assessment process by providing sample assessments and through the use of their online data system (for entering and analyzing the DY0 data). (Paid for using Title I)
- ISA literacy and math coaches will work with department heads and select teachers to support DY0 design and enhancements to curriculum. (Paid for using Title I).
- Time is allocated weekly for teachers to plan in departments. (No cost)
- Agendas will be created so departments have opportunities to engage in curriculum revisions, paying particular attention to increased opportunities for the use of technology. (No cost)
- Professional development time will be allocated to topics around designing, and analyzing DY0 assessments. (No cost)
- Technology will be purchased and made available for teachers to implement academically rigorous and engaging curriculum. Classrooms where core classes are taught (math and ELA) will be targeted. 6 Smart Boards will be purchased for these rooms. (Focus Money)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

External School Curriculum Audit (ESCA) Recommendation #1:

- Proactively engage with parents/caretakers. Create strong two-way communication, shared decision making, and collaboration. (Page 7)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

By June 2013, a strong two-way communication system between the school and parents will be fully developed and effective communication amongst all members of the PNA school community (students, parents, staff, and administration) will increase as measured by the annual NYC School Survey.

Strategies to increase parental involvement and engagement

- The AP in charge of the budget will oversee the purchase and use of Skedula will increase the ability for parents to track and monitor their student's performance and progress. (September)
- The AP in charge of programming oversee the creation of the five marking periods that will take place each semester and progress reports/ report cards will be distributed at the end of each in order for parents and students to have more frequent check-ins. Progress reports/ report cards will be both backpacked and mailed home. (September)
- School will issue Pupil Path logins to parents (in person and via the mail) in order for parents to have access to Skedula information. The AP of Parental Involvement will ensure logins are distributed as needed (September and March)
- The Parent Involvement Team (overseen by an assistant principal) will meet and ensure there are systems in place to inform families of important information/dates/etc. (i.e. SLT meetings, PTA meetings, Family Nights, awards celebrations, etc.). (September to June)
- Global Connect / School Messenger will be used to make automated phone calls to homes regarding important dates, meetings, student attendance, etc. (Overseen by the AP in charge of technology) (September to June)
- Parents will be targeted for monthly parent events. The school will provide food and hold monthly raffles to encourage attendance at the events.
- The PTA will hold additional Saturday meetings once a month to give parents an additional opportunity to attend meetings.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Focus Money

Service and program coordination

- Skedula will be made available for use by all staff, parents, and students. (Paid for using Title I money)
- Support staff will work to print Ed Plans, progress reports, report cards, and transcripts to be both backpacked and mailed to homes. (Printing costs paid for using tax levy money)
- Pupil Path login letters will be distributed at Parent Conferences and other PNA Family Nights.
- The Parent Involvement Team is open to any member of the community and will meet monthly during the PNA Team meeting time (3:00 – 3:45). (Teacher per-session paid for using tax levy money)
- Global Connect/ School Messenger updated daily by a member of the support staff. (Global Connect/ School Messenger paid through a cluster grant)
- Food and raffles will occur at monthly parent events. Dinner and prizes will be purchased once a month. Food will also be purchased for the Saturday PTA/ Family meetings. (Parent Involvement Focus money)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Each 9 th grader receives a second ELA (elective) class geared towards the development of foundational reading and writing skills. The two ELA classes are blocked with one teacher, so 9 th graders receive 110 minutes of ELA instruction Monday through Thursday, and 84 minutes of ELA instruction on Friday. 9 th and 10 th grade students who received a Level 1 or 2 on their 8 th grade NYS ELA exam are scheduled for an additional ELA intervention class during 9 th period. Twice a year English Regents preparation sessions are offered to all students afterschool. Targeted students attend a two-hour after school program three days a week. Students are also targeted for ELA classes during Saturday Academy.	Small group During the school day	After school, Saturday Academy
Mathematics	In addition to their core math class, extended learning opportunities are also available four times a week (during 9 th period) to 9 th and 10 th graders who received a Level 1 or 2 on their 8 th grade NYS exams. Students with identified needs (i.e. those needing to pass a Regents Exam) are programmed (during the school day) for a third sequence of Integrated Algebra or Geometry to help them focus on key learning objectives. Twice a year math Regents preparation sessions are offered to all students afterschool. Targeted students attend a two-hour after school program three days a week.	Small group During the school day	After school, Saturday Academy
Science	Students needing to pass the Living Environment Regents exam are programmed into Science and Sustainability during the school day. Twice a year Living Environment Regents preparation sessions are offered to all students afterschool. There is also Living Environment lab support offered twice a year after school. Students are also targeted for science classes during Saturday Academy.	Small group During the school day	After school, Saturday Academy
Social Studies	Students with identified needs (i.e. those not passing the Regents or RCT Exams) are programmed the related core class during the school day (even those students who do not need the credits). Twice a year social studies Regents preparation sessions are offered to all students afterschool. Students are also targeted for social studies classes during Saturday Academy.	Small group	After school, Saturday Academy
At-risk Services provided by the Guidance Counselor	Guidance Counseling Services are provided through: <ul style="list-style-type: none"> • Guidance Counselors also push-in to 12th grade Student Learning Communities daily. • Workshops related to college planning. • Walk-in counseling: counseling services are provided to individual students when needed. • Alternate Placements - Students who are not on track, have few credits and 	Small group, one-to-one	During the school day

	<p>are older are evaluated to determine if alternate placements would be beneficial. This is done on an individual and as needed.</p> <ul style="list-style-type: none"> • Support for Struggling Seniors – Several times per week, individual and group meetings occur with 12th graders at risk of not graduating. • Individual Career Plan - Transcript reviews are conducted for every student. This is done through advisory on an individualized basis. • College and Career counseling is available for students for two hours after school twice a week 		
At-risk Services provided by the Social Worker	<p>The following At-risk Services are provided by our Social Worker:</p> <ul style="list-style-type: none"> - Mandated Counseling for Students with IEP's – Done one on one and in small groups as outlined in IEP documentation. - Short Term Counseling- Conducted on a walk-in case-by-case basis. - Alternate Placements - Students who are not on track, have few credits and are older are evaluated to determine if alternate placements would be beneficial. This is done on an individual and as needed basis. - Articulation/9th Grade Transfer Counseling – Provide placement services to 9th graders considering a school transfer. - Student Learning Communities – Students are supported through examining relevant topics of interest and of need (i.e. Health, bullying, etc.). - Transcript Review and Counseling – Work with students on an individualized basis to help them understand transcripts and to create improvement plans. - Attendance – Provide counseling to students who are habitually absent from school. - Referrals – Made as needed to mental health clinics and pregnancy prevention clinics. - Mediations - Addressing reports of bullying 	Small group, one-to-one	During the school day
At-risk Health-related Services	<p>A campus nurse provides drop-in services for students on an individual, as needed basis. Students go to the main office and get a pass from the nurse (who is located on the second floor).</p>	One-to-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Teachers will receive professional development and department support on ICT and differentiation best practices and strategies.
- Provide QTEL training to teachers in order to support differentiated classroom instruction that supports ELL students at varying levels.
- ELL and special education teachers will be scheduled for common planning with their co-teachers to support differentiated lesson development that supports ELLs.
- The attendance team and attendance consultant will work with teachers to streamline school-wide attendance systems and offer professional development to the staff on the importance of timely and accurate attendance taking and how attendance correlates to student performance.
- The attendance coordinator will regularly collaborate with student advisors to monitor and address trends in individual student attendance.
- The ELA department (including ELL and Special Education teachers) will be provided with internal and external professional development opportunities on strategies for creating rigorous and differentiated lessons that are written using quantitative and qualitative assessment data and provide multiple entry points for all learners.
- ELL, special education, and English teachers will be targeted for QTEL training which will aide them in differentiating lessons for ELLs and other at risk students.
- Teachers will meet regularly for curriculum and assessment planning and ensure that it is aligned to the Common Core Standards.
- The Math Department will work with the ISA coach on designing and implementing performance tasks and interim assessments that are aligned to the Common Core Standards.
- Personal professional teacher goals will be created for each teacher and will align to student needs and support student achievement.
- All teachers will be assigned a mentor from their department and will meet with them weekly.
- A New Teacher Mentoring Team will meet monthly. Curriculum for the meetings will be aligned to the National New Teacher Mentoring Standards.
- Professional Learning Communities will meet weekly with instructional agendas that include relevant professional literature.
- First year ELA and ELL teachers will meet weekly with the ISA literacy coach.
- External PD opportunities are emailed weekly to teachers.
- Teachers will meet weekly with their grade teams to discuss interventions for individual and groups of students.
- Partnerships have been formed with Teacher for America and the NYC Teaching Fellows. Regular contact is maintained with the advisors of teachers hired from these programs.
- Teacher openings are communicated through the Weekly Update and current staff is asked to assist with recruitment of candidates
- School is partnered with Teach for America and NYC Teaching Fellows for recruiting (communication of needs/projected needs happens throughout the school year)
- Phone interview screening is conducted by teacher leaders (i.e. department heads)
- NYC Hiring fairs are attended by administrators and/or teacher leaders
- The Open Market Hiring system is utilized to identify potential candidates

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

PNA Parental Involvement Policy

PNA Parent Involvement Policy and Goals

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. PNA supports parental involvement by encouraging meaningful participation in the life of the school through involvement in the Parent Association, School Leadership Team, Parent-Teacher Conferences, and other school activities (such as our PNA Family Nights).

Ensuring All Parents Have the Opportunity to Participate

All parent teacher conferences have an evening and afternoon component to ensure parents have the opportunity to attend regardless of their work schedule. Opportunities for parents to participate are grouped as much as possible so parents only have to make arrangements once or twice a month. In addition, it is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

Mechanisms and Procedures for Informing Parents of Meetings, Workshops, and Other Opportunities

Parents are notified well in advance of school conferences, events, and meetings with the hope that parents are able to make arrangements so they are able to attend. Notification happens through a monthly newsletter, reminder mailings, backpacked fliers, automated phone calls, and live phone calls from teachers and other office staff. Written materials as well as phone calls are delivered in both Spanish and English.

Parental Involvement in Decision-Making

Parents were asked to complete a survey containing a needs assessment at the beginning of the year. The PA Executive Board and School Leadership Team members meet with Principal at regular monthly meetings. The Parent Coordinator maintains regular contact with the members of the PA Executive Board and parent members of the School Leadership Team.

There is a defined process for becoming members of the PA Executive Board and School Leadership team. After a ten day notice of election, a general meeting was convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are

asked to sign-off on the School/Parent Compact and the Title I budget modifications as necessary. They also sign-off on the school-parent involvement plan which is the culmination of discussions with all constituencies.

Assessing the Efficacy of Our Involvement Plan

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration also addresses parent concerns monthly at staff meetings, during Parent Involvement Team meetings, and in the principal's Weekly Update.

Parental Involvement in the Development and Approval of the School/Parent Compact

The Compact is developed after consultation with the parents and the administration. Its development and approval happens with parent members of the SLT meetings at the beginning of each year. Parent members of the SLT subsequently share it with the PA.

Parental Involvement in the Development and Approval of the School/Parent Involvement Plan

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through SLT and PA meetings.

PNA School – Parent Compact

Pablo Neruda Academy for Architecture and World Studies and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year **2012 – 2013**.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Pablo Neruda Academy for Architecture and World Studies will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life-long learners. Our teachers will meet weekly as departments and grade teams to examine the eight PNA Instructional Framework Areas as they relate to curriculum, as well as engage in inquiry work focused on impacting student achievement for struggling students. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.
 - Teachers in each subject area will follow a scope and sequence and curriculum map which have been developed by appropriately licensed classroom teachers, using the Common Core Standards as a guide.
 - Teachers will use assessments to plan instruction according to their students' needs. Academic intervention will be provided to support the struggling students.
 - The students will be given many resources to assist them in their educational journey; appropriate textbooks, access to laptop computers, etc.

2. Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on October 25th and 26th in the Fall, and March 14th and 15th in the Spring.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Progress reports will be issued twice a semester to inform families of their student's progress in their classes. Progress reports are mailed and backpacked to homes.
 - Report cards are issued twice a semester. Report cards are mailed and backpacked to homes as well as distributed during parent-teacher conferences.
 - Student transcripts are mailed and backpacked to homes at the end of each semester, as well as at the beginning of each school year.
 - Student Education Plans detailing a student's progress towards graduation will be delivered twice a year (during Parent Conferences).
 - Skedula/Pupil Path and School Messenger (an automated phone system) are utilized several times a week to deliver up-to-date information on student progress and performance.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can request to see any member of the staff either in writing or verbally. The staff member will work with the parent to set-up a convenient time for the meeting.
 - The Principal and Assistant Principals have an open door policy.
5. Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
 - Back to School Night will be conducted by classroom teachers during the month of September.
 - Parents will be invited to attend PNA Family Nights where student projects will be showcased.
 - Parents are invited to attend the Summer Bridge program's culmination celebration where student projects are showcased.

Parent Responsibilities

Parents will support learning in the following ways:

1. Supporting student learning by making education a priority in at home:
 - Ensuring student is on time and prepared everyday for school
 - Monitoring attendance
 - Talking students about his/her school activities everyday
 - Scheduling daily homework time
 - Providing an environment conducive for study
 - Making sure that homework is completed
 - Monitoring the amount of television watched
2. Participating, as appropriate, in decisions relating to education
3. Promoting positive use of extracurricular time
4. Participating in school activities on a regular basis
5. Communicating with the school by promptly reading all notices from the school and responding as appropriate
6. Respecting the cultural differences of others
7. Helping students accept consequences for negative behaviors
8. Being aware of and following the rules and regulations of Pablo Neruda Academy and the Department of Education

9. Supporting the school discipline policy
10. Expressing high expectations and offering praise and encouragement for achievement

PART II OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

Students will share the responsibility to improve academic achievement and achieve the Common Core standards. Specifically, students will:

- Come to school on time, prepared to work
- Come to school with all the necessary tools of learning (pens, pencils, books, etc.)
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's/class' rules of conduct
- Ask for help when needed
- Do homework every day and ask for help when needed
- Study for tests and complete assignments
- Read every day outside of school time
- Get adequate rest every night
- Give parents all notices and information we receive at school every day.

Other Responsibilities

Pablo Neruda Academy for Architecture and World Studies will also:

Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand.

Provide, to parents, information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Terry Byam	District 08	Borough Bronx	School Number 305
School Name Pablo Neruda Academy for Arch & Wrld Std			

B. Language Allocation Policy Team Composition [?](#)

Principal Sabrina Cook	Assistant Principal Annie Heller
Coach	Coach
ESL Teacher Peter Caldeira	Guidance Counselor Kristy Lebron
Teacher/Subject Area Wanda Linares/ESL	Parent
Teacher/Subject Area Diana Agosta/ESL	Parent Coordinator Yolanda Santos
Related Service Provider	Other
Network Leader Terry Byam	Other

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	368	Total Number of ELLs	65	ELLs as share of total student population (%)	17.66%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. When a new student, who may be an English Language Learner, comes to our school, our bilingual Parent Coordinator conducts an informal oral interview in English and in Spanish as well as administers the Home Language Identification Survey (HLIS). If the family's native language is a language other than a language one of our pedagogues speaks, the Parent Coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. A certified ESL teacher will administer the LAB-R (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS.

Before the NYSESLAT administration window opens, the three certified ESL teachers meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. The list of students eligible is generated from the ATS report (RLER) to determine NYSESLAT eligibility. Students will then receive schedules for each modality of the NYSESLAT. The ESL teachers administer the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teachers throughout the testing window in a separate location.

2. Twice a year, in the Fall and in the Spring, the Parent Coordinator and a certified ESL teacher plan a workshop to explain the three program choices for ELL students. Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. Parents are shown the informational DVD in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and in some cases home visits are conducted to ensure all parents attend this workshop. When our school receives new students throughout the year, we invite parents for an individual meeting or one-on-one phone call to provide them with the information, within one month of when the student enters.

3. The Parent Coordinator sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms and explains that the forms need to be returned to the school. We make sure the forms are returned by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students and by placing phone calls. Since all parents attend the program choice workshop at the beginning of the school year, we remind them at this time to turn in their forms if they have not done so already. If we still do not receive the forms, we will conduct a home visit. When forms are returned they are kept in the students' cumulative folders.

4. Identified ELL students are placed in the program chosen for them by their parents after the program choice workshop is attended. If an ESL instructional program is chosen, we meet with the parents and student to explain to them (in their native language) exactly what this program looks like at our school and what the student's schedule will be. If a bilingual program is chosen, and 15 or more parents/students have chosen this option, we will open a bilingual class. If less than 15 choose this option, we meet with the parents and students to explore other program options within our school or find them a more appropriate placement in another school setting.

5. A majority of parents have chosen the Freestanding ESL instructional program.

Freestanding ESL:

9 (2007-2008) 6 (2008-2009) 7 (2009-2010) 7 (2010-2011)

Bilingual :

0 (2007-2008) 0 (2008-2009) 0 (2009-2010) 0 (2010-2011)

Continued entitlement letters are mailed home to students homes at the beginning of the school year and the ESL Assistant Principal keeps a record of this mailing.

6. Yes, our program models are aligned with parent requests. One request we received from ELL parents was to provide additional support services throughout the school day and after school. We responded by lengthening our school day and have set a goal to expand our course and support offerings during this time. We are also looking into offering a Native Language Arts course during the school day.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										1	1	1	1	4
Push-In										2	3	2	2	9
Total	0	0	0	0	0	0	0	0	0	3	4	3	3	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	24
Special Education	13		

Number of ELLs by Subgroups					
SIFE	9	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	18

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	24	4	1	23	4	6	18	1	6	65
Total	24	4	1	23	4	6	18	1	6	65

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										17	12	14	16	59
Chinese														0
Russian														0
Bengali											2	2		4
Urdu														0
Arabic											2			2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0	17	16	16	16	65								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. Instruction is delivered through Push-In (Co-Teaching) and Pull-Out services. Advanced ELLs in each stream receive at least one period of push-in support from an ELL teacher each day. Intermediate ELLs in each stream receive at least two periods of push-in support from an ELL teacher every day. Beginners receive at least two periods of push-in support from an ELL teacher and one Beginner pull-out class. All 9th grade ELLs receive a writing class which is taught by an ELL teacher each day.

1. b. Each grade follows a block model, with a dedicated ELL stream that the students follow. ELL students in each grade receive services in a general education setting with Heterogeneous classes. This gives students the opportunity to interact with peers and discuss ideas and projects. Instruction is based on projects and group work, which allows for multiple forms of assessments. Our instructional practices assess aspects of English that students need to know and apply to succeed in content areas.

2. a. Beginner ELLs:

110 minutes per day (minimum) – Push-In (Co-Teaching) with certified ESL teacher

50 minutes per day – Academic intervention with certified ESL teacher

Intermediate ELLs:

110 minutes per day (minimum) – Push-In (Co-Teaching) with certified ESL teacher

50 minutes per week (select identified students) – Academic intervention with certified ESL teacher

A. Programming and Scheduling Information

Advanced ELLs:

50 minutes per day (minimum) – Push-In (Co-Teaching) with certified ESL teacher

50 minutes per week – ELA instruction

3. Our school is structured into instructional teams. All teachers have common planning as their circular six assignments. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class. All teachers are given time to discuss student progress and develop instructional plans that scaffold learning for each student. In addition to circular six assignments, ELL teachers meet with grade teams once a week, which enables them to discuss the needs of individual and groups of students.

Many of our students who struggle with academic skills are assisted by other students who are part of their cooperative learning groups. These peer-tutors serve as resources to help learn both content and English language skills. As a result, students who at the beginning level of English language acquisition are assisted through their native language with skills that demonstrate competency in content as well as language transfer skills. Intermediate and Advanced students sharpen their language skills through presentations and portfolio construction. There are extensive extracurricular activities including campus-wide arts and sports as well as after school tutoring.

4. ELL teachers work with general education teachers to translate assessments for ELLs. In addition, we provide students with bilingual glossaries (word to word translations) for all assessments. All Regents exams that are available in a students' native language are provided to the students.

5. a. SIFE students are identified at the beginning of the year by a certified ESL teacher. Once these students are identified, the ESL teacher meets with each grade team to talk about strategies to work with SIFE students. These students are provided additional academic instructional support after school by a certified ESL teacher.

5. b. In addition to push-in services and co-teaching during the school day, our newcomer ELLs receive additional support after school from a certified ESL teacher. Some of these students may also receive additional academic instructional support after school by a certified ESL teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

5. c. ELL students receiving service for 4-6 years receive push-in services and co-teaching services during the school day. Identified students also meet with a certified ESL teacher one to two times per week where they receive academic intervention through the online program Achieve 3000. Some of these students may also receive additional instruction after school by a certified ESL teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

5. d. ELL students receiving service for 6 or more years receive push-in services and co-teaching during the school day. Identified students also meet with a certified ESL teacher one to two times per week where they receive academic intervention through the online program Achieve 3000. Some of these students may also receive additional instruction after school by a certified ESL teacher. In addition, content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

6. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. All ESL and Special Education teachers have been trained in the Achieve 3000 program, which they can use as a resource to support ELL-SWDs. Teachers also use several differentiation strategies in the classroom to ensure all ELL-SWDs needs are met. Special Education teachers ensure all ELL-SWDs are receiving the services on their IEP.

7. ELL students who are also identified as having special needs receive push-in services and co-teaching services during the school day. Some of these students may also attend after school where they receive academic interventions and additional support from an ESL teacher and Special Education teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. The ESL teachers also collaborate with the Special

A. Programming and Scheduling Information

Education teachers to ensure they are working towards the goals on the student's IEP.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Extended day program: Our extended day program meets after school during 9th period. Currently, all Beginner ELLs take part in 50 minutes of additional support per day during this time, focusing on writing and literacy instruction as well as strengthening listening and speaking skills. We would like to expand the program so that all LTE students can take part in 50 minutes per day of extra support after school.

During the school day: We utilize a push-in and co-teaching model across all grades to provide ELL services during the school day. Two of our ESL teachers push into content area classes and co-teach with the general education teacher at least two periods a day. Beginner students also receive a period a day of pull-out support. We would like to add to these services by providing LTE students with small group instruction focusing on math, writing, and reading interventions.

9. Former ELLs receive testing modifications. They are also in the classes that receive push-in co-teaching services, and still receive instructional support by the ESL teacher given that they are still in the classroom.

10. We are exploring the possibility of expanding our 9th period program to include all LTEs. In this additional time each day, additional support will be provided with a focus on the four modalities tested in the NYSESLAT (listening, reading, writing, and speaking). We are also committed to purchasing more instructional materials and technology to support all of our ELLs.

11. Two of our ELL teachers will focus more time on pushing in to classrooms and co-teaching with the general education teachers as opposed to pulling students out of their English classes and servicing them in a self-contained environment. The ELL teacher team will also meet with the English team during weekly department meetings. We identified these as needs based on feedback from our School Quality Review, Curriculum Audit, and ELL data results (from the NYSESLAT, Acuity, Performance Series, Regents exams, and course pass rates).

12. ELL students in each grade receive services in a general education setting with Heterogeneous classes. All students, including ELLs, are encouraged to attend the many lunchtime and after school activities we offer, such as Art and Mural Club, Student Government, Youth Service Club, Theater Club, Young Women's Group, Movie Club, Senior Committee, Recycling Club, etc.

13. We have a Beginner ELL curriculum as well as supplemental resources for all ELL teachers. This year we have also begun to use the online program Achieve 3000 as a targeted reading intervention for selected students. We are always looking for more technology and other resources to support all of our ELLs.

14. In our model, native language support is delivered by the ELL teacher who pushes into the classroom. Students are provided with bilingual glossaries and translated versions of assignments and assessments (when necessary). In addition, ELL students' native language skills are strengthened through thematic units through the arts (i.e. art, music, dance, media).

15. Yes, required services support ELLs' ages and grade levels. Resources also correspond to ELLs' ages and grade levels.

16. Our school holds orientation for all new students during the summer. We explain the programs offered and answer any questions that ELLs and parents may have.

17. Currently Spanish is the only language elective offered to ELLs. In the future we would like to add AP Spanish and Native Language Arts.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is provided by school staff, school consultants, other support organizations during common planning time, weekly grade and department meetings, and on-site PD sessions. Off-site professional development opportunities are also offered to teachers when applicable. Our school is structured into instructional teams and all teachers have common planning as their circular six assignments. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class.

In addition to circular six assignments, ELL teachers meet with grade teams and department teams once a week, which enables them to discuss the needs of individual and groups of students. During our monthly targeted PD sessions, the ESL teachers provide professional development by presenting strategies and interventions that will support our ELLs, including our LTE, population. Some of these sessions may include Scaffolding in the Content Areas, Native Language Literacy Development, ESL in the Mathematics Classroom, Differentiation in the ESL Classroom, Using Manipulatives and Technology to Enhance Instruction, etc. The weekly team time will also be a place for teachers to turnkey "best practices" learned at QTEL and/or other off-site workshops (i.e. BETAC).

Network support is provided for all support staff and administrators.

2. We provide professional development on ELLs provided by the ESL teacher and Administrative Team during Curriculum Week and at our August and September whole staff meeting sessions prior to the start of the new school year.

3. These minimum requirements are met as described above in question #1. Attendance sheets of all meetings, PD sessions, and workshops are maintained by the Principal.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. We will provide monthly workshops at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, parent resources on ARIS, and academic interventions ELL parents can provide at home. We will also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children's academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.

All parents are encouraged to attend our monthly Parent Association meetings, however, we have always experienced a low turnout of parents of ELL students. We would like to increase attendance of ELL parents at these meetings by providing translation services as well as formally inviting and reminding individual parents of the meetings. Also, as ELL parents participate in other activities at the school throughout the year, such as monthly ELL workshops, Gala and Night at the Museum events, and Back to School Night, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

All meetings, workshops, and parent events are translated by our bilingual Parent Coordinator. If needed, phone translation services are provided by the DOE.

2. Our school provides information about services at outside facilities for ELL parents. We will continue to encourage our ELL parents to take advantage of these resources and also get feedback on the types of resources ELL parents need. These outside agencies include:
- South Bronx Overall Economic Development Corporation (SOBRO): Offers ESL classes for parents.
 - Community Board 3: Provides workshops and resources for ELL parents.
 - Nos Quedamos: Provides workshops for ELL parents on topics such as navigating through court, housing rights, domestic violence, and any other issues suggested by the parents.
 - Committee on Special Education (CSE): Provides workshops for ELL parents that are language specific and for students with disabilities.
 - Human Rights Commission: Provides information on human rights issues.

3. We evaluate the needs of parents by conducting surveys as well as participating in discussions at parent meetings, and making phone calls home.

4. Our parental involvement activities are directly based on feedback from parents. From the topics of parent workshops to the need for after school support for students, we listen to what our ELL community wants and needs and try to provide them with these services. Parent activities are translated by our bilingual Parent Coordinator. If needed, phone translation services are provided by the DOE.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	3	5	2	12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										4	7	5	7	23
Advanced (A)										7	3	4	7	21
Total	0	0	0	0	0	0	0	0	0	13	13	14	16	56

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	2	0	0
	I										0	1	3	3
	A										5	0	1	3
	P										8	10	7	10
READING/ WRITING	B										2	3	4	2
	I										4	7	6	7
	A										6	3	4	7
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	16	0	7	0
Integrated Algebra	39	39	22	22
Geometry	25	25	5	5
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	25	25	7	7
Physics	0	0	0	0
Global History and Geography	29	29	11	11
US History and Government	13	13	7	7
Foreign Language	12	0	11	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use Performance Series and interim assessments to assess the literacy skills of our ELLs at the beginning of each year. We use the results from these assessments, as well as NYSESLAT and Regents results, to guide us in our programming and determine the type of support our students and teachers will need. The majority of our ELLs need additional support with building reading and writing skills, therefore we have scheduled them for additional ELA support during the school day as well as after school. We are also providing more PD opportunities to help develop our teachers' teaching strategies in these areas. (please see Part V: Assessment Analysis)

2. As students move through our school (from 9th grade to 10th to 11th to 12th), they also steadily increase their proficiency levels (from Beginner to Intermediate to Advance to Proficient). Therefore, by 12th grade, we have more students who are at the Advanced level as well as more students who scored Proficient on the NYSESLAT than in the lower grades.

We also noticed, by examining NYSESLAT and Regents data, the less proficient a student is on the NYSESLAT, the more difficulty they have on standardized exams (i.e. Regents) as well as difficulty with their class work.

3. After examining the NYSESLAT modality results, ELL Assistant Principal found that students across all grades generally score higher on the listening/speaking portion of the exam, with many students scoring Proficient; and lower on the reading/writing portion of the exam, with none scoring Proficient.

Depending on the modalities the students are more/less proficient in, content area teacher will incorporate more mini-lessons with that modality. In addition, work will be done during 9th period as well as using Achieve 3000 to provide further support to students, particularly in reading and writing.

4. a. As students spend more time in our school, ELL teachers find that their proficiency levels increase. The more time they spend with academic interventions (during and after school), proficiency increases. We provide students with tests in English and their native languages; however, since they do not have this option for the ELA Regents, this is the exam students have the most difficulty.

4. b. Administrators and teacher teams have data meetings to review ELL assessments and use the results to drive instruction. Results are also reviewed at ELL department team meetings and shared with grade teams. Interventions and strategies are discussed during these meetings as well as during common planning times, and then implemented in classes.

4. c. We are learning that we still have work to do with helping ELLs in content areas gain academic proficiency, particularly in reading and writing.

5. a. N/A

5. b. N/A

5. c. N/A

6. Every year, we look at our assessments and student grades and compare this data to previous years. We also look at Performance Series and interim assessment results in English and Math. We can see which teachers are more effective with ELLs and use that information to see how and where to adjust our program.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Pablo Neruda Academy</u>		School DBN: <u>08X305</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sabrina Cook	Principal		12/15/11
Annie Heller	Assistant Principal		12/15/11
Yolanda Santos	Parent Coordinator		12/15/11
Peter Caldeira	ESL Teacher		12/15/11
	Parent		
Wanda Linares/ESL	Teacher/Subject Area		12/15/11
Diana Agosta/ESL	Teacher/Subject Area		12/15/11
	Coach		
	Coach		
Kristy Lebron	Guidance Counselor		12/15/11
Terry Byam	Network Leader		12/15/11
	Other		
	Other		

School Name: Pablo Neruda Academy

School DBN: 08X305

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X305 **School Name:** Pablo Neruda Academy

Cluster: 4 **Network:** CFN 404

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Incoming student data is monitored to identify families who may need translation and interpretation services. The main office has posted the required multi-language notices that language translation and interpretation services are available. We use the Home Language surveys to monitor languages spoken at the homes of our students. Home language survey data suggest that many of our families speak Spanish and Bengali at home. Many members of our office staff, as well as our Parent Coordinator are fluent in Spanish. Translation services are offered to the families of our students who speak Bengali. All communication with homes is translated into Spanish, and Bengali and Arabic (when possible).

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

An examination of the Home Language Surveys identified the need to translate key documents especially into Spanish and Bengali. The school community receives weekly electronic communication (PNA Weekly Update). The community was informed that home language information can be found on ARIS under the "Contact Information" section for each student.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The Translation and Interpretation Unit will be contacted as needed to translate letters and related material distributed to students. Written translation into Spanish will be completed by our Parent and Community Coordinators. The ELL Assistant Principal and Parent and Community Coordinators will monitor a list of required or recommended documents that must be mailed to families during the school year in order to determine, in advance, when written translation services are needed for families who speak Bengali or Arabic.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Many members of the PNA office staff, including the Parent and Community Coordinators, are fluent in Spanish and these faculty members will be utilized to provide oral interpretation services for families who speak Spanish. The DOE Translation and Interpretation Unit's over the phone interpretation services will be used for families who speak Bengali or Arabic.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our Parent Coordinator will work with the ELL Assistant Principal to ensure families who require language assistance services are given a copy of the Bill of Parent Rights and Responsibilities. Notices of the availability of interpretation services are posted in conspicuous locations, (including the Parent Coordinator and Main Offices). Key staff (i.e. administration, Parent and Community Coordinators, Main Office staff, etc.) will review the DOE's parental notification requirements for translation and interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>Pablo Neruda Academy</u>	DBN: <u>08X305</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <u>Push-in services</u>
Total # of ELLs to be served: <u>61</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

In our school, each grade (9-12) has a dedicated ELL stream that the students follow. ELL students in each grade receive services in a general education setting with heterogeneous classes. Instruction is delivered primarily through push-in (co-teaching) services. All Beginner and Intermediate ELLs receive at least two periods (50 minutes each) of push-in support from an ELL teacher every day, while Advanced ELLs receive at least one period of push-in services. ESL teachers co-teach in the core subject area classes (i.e. Living Environment, English, Global History, US History, Government) during the regular school day. In addition, we offer supplemental programs after school. Title III funds will be used to enhance our push-in services as well as in developing our after school programs.

PUSH-IN SERVICES:

In order to support push-in (co-teaching) instruction, we would like to purchase supplementary books for core subject area classes (Living Environment, Global History, US History, Government). This would allow our bilingual students to use these resources in addition to the English version to aid them in their language development. We would also like to purchase bilingual glossaries for our students to use in each classroom. We have had an increase in our Bengali and Arabic student population and need these resources to support them in their coursework. In addition to purchasing print materials, we would like to continue our work on increasing our technology resources. We have seen great success with our ELL students when we have utilized technology in various ways in the classroom (i.e. laptops, Achieve3000). We would like to purchase additional technology over the course of the next two years (three Elmo document cameras (year 1) and a SmartBoard (year 2)), to aid our ESL teachers when they push in to classes. These technologies would help the teachers provide visuals to support students' instruction, as well as help them to create more interactive and engaging lessons.

All of the materials and resources outlined above would be used by all of our ELLs (61 students) and our two ESL teachers who push into the core subjects (55 minutes each period) to support the students in their classes during the regular school day. Our push-in, ESL certified teachers common plan with their content area teacher(s) one to two times a week. They work on providing strategies to support the ELL students in the class, make modifications to assignments and/or assessments, and plan co-teaching lessons.

AFTER-SCHOOL PROGRAMS:

We would also like to utilize Title III funds for our After-School ELL programs. We would like to provide our Beginner and lower Intermediate ELLs and our ELL students who have IEPs with additional instruction in a small group setting. Title III funds would be used to pay one ESL teacher to provide instruction to these groups after school. The teacher would work with the Beginner/Intermediate ELL students (10 students) twice a week for one hour (3-4pm) for the entire school year (30 weeks). This teacher would also work with the SPED/ELL students (15 students) once a week for one hour (3-4pm) for the entire school year (30 weeks). The teacher will utilize resources that we have previously purchased through Title III funds (i.e. Reading Explorer, Side by Side) as well as the technology resources we are planning on purchasing over the next two years (Elmos, SmartBoard).

Part B: Direct Instruction Supplemental Program Information

(3 days x 1 hour x 30 weeks \$50.19 x 1 teacher)

SATURDAY ACADEMY:

In addition to our After School programs that occur each week for the entire year, we will also provide Saturday Academy classes at two times of the year, the weeks leading up to the Regents examinations. Our ELL students struggle most with the English Regents exam, therefore, we will provide classes to these students to receive extra support for this exam. An ESL teacher will teach 9 Saturday Academy classes (5 in December/January, and 4 in May/June), in the weeks prior to the January and June Regents exams. The courses will run for 5 hours on each Saturday and will be taught by an ESL teacher.

(9 days x 5 hours x \$50.19 x 1 teacher)

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development for our staff occurs several times a month and is aligned to the PNA Instructional Framework. The areas of the framework address areas of need of ELL students. These include the following: Engagement, Understanding, Tone & Culture, Physical Space, Academic Rigor, Assessment/Data, Direct Teaching, and Differentiation. After assessing the needs of our staff, our two ESL teachers have requested Professional Development in several areas, including key teaching strategies and vocabulary strategies to support ELLs, scaffolding for reading and writing, myths about ELL language acquisition, similarities and differences between Special Education and ELL needs and strategies.

We would like to utilize Title III funds to develop these skills in our ESL teachers. We will do so by utilizing a Literacy Coach from the Institute of Student Achievement (ISA) to work with them once a month. The coach will work with the teachers during their Common Planning time and prep periods (55-110 minutes a month, 4 months a year). The funds will be used to cover the cost of the coaching fee. (\$488 x 1 coach x 4 days)

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here:

We provide our ELL parents with a number of opportunities to get involved at our school. We evaluate the needs of parents by conducting surveys as well as participating in discussions at parent meetings, and making phone calls home. Based on this information, we provide monthly workshops at the school about a variety of topics that would be of interest to ELL parents (i.e. the rights of ELL parents and students, parent resources on Skedula academic interventions ELL parents can provide at home, health and wellness, etc.). We also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children’s academic progress. These activities take place about once a month in the evenings (30-60 minutes). The providers of these workshops vary; they could be our teachers and/or staff, parent coordinator, community based organizations, and other partners. We would like to use Title III funds for the purchase of materials and refreshments for parent involvement activities.

In addition, we communicate with our parents through mailings. Monthly mailings may include newsletters, information about parent events, college resources, etc. The contents of the mailing are also translated by our bilingual Parent Coordinator. We would like to use funds to purchase paper, envelopes, and postage for these mailings.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		